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KSP 330

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Video Critique

Some say you don’t really know how you look and act until you see yourself on video. While watching the video of our last lesson, we were able to see how we performed as “teachers” and whether or not we effectively delivered our lesson. Before the lesson began, there was an academic focus on the board and our cooperating teacher; Mrs. Kennedy told the students that they would be learning about sections 3 & 4 of the chapter about Ancient Egypt. These sections included the Middle and New Kingdoms as well as the achievements of the Ancient Egyptians. By telling the students what they were going to be learning about and trying to connect what they were doing in their projects to what they would be learning during this lesson, we could prepare them mentally to be ready listen for connections they could make between the two. We feel as though the students did learn what we intended them too as they answered all of our questions correctly or at least came to the correct answer after some discussion.

For this lesson we designed a Prezi presentation in hopes of getting the students more actively involved in the lesson and give them some more control over their learning. In preparing for this lesson, the only materials we needed were the smartboard and the presentation itself. We were able to actively involve the students by having them come up to the board and read a section of the presentation to the rest of the class. We evaluated their learning by asking them questions intermittently throughout the lesson. We believe that by using formative assessment questions throughout, we were able to immediately address any questions or misunderstandings that the students may have had. Our cooperating teacher preferred that we did not have any summative evaluations because the students were already working on a big end project. After some discussion with Mrs. Kennedy we reformulated our questions to be a little easier for the students to answer and interjections more questions throughout the sections so we could assess whether or not they were catching on to the smaller concepts as well as the big picture.

Because of our first two lessons, we feel that the students were expecting more out of us for this lesson as well. They were still very attentive but we did start to feel like the students were beginning to get bored towards the end of the lesson. They did joke around with us a bit in the beginning but as time went on we could tell they were losing focus. We feel that by this lesson we had established a pretty good rapport with most of the students. We had hoped to get to know more of them better but because of time restraints we really only got to know those who actively participated in class a majority of the time. Part of the reason we were able to establish such a good rapport with the students was that we had high expectations for them. We made it clear that we knew they were very capable of doing every thing we asked of them, which we feel made them feel as though we respected them. In turn, they respected us. Our relationship with Mrs. Kennedy and the rest of the Dakota Meadows staff was very good. We really enjoyed from all of them. Mrs. Kennedy taught us a lot and helped us whenever we needed it. The office staff was very fun to talk to and by the end of our time there we had gotten to know her pretty well.

The class really surprised with us with how respectful they were of Mrs. Kennedy, each other, and us. Due to what they have shown us, we know our future classrooms should be held to the same high standards. They respected those who had reading deficiencies and gave them time and help if they needed it. We didn’t really have to correct any behavioral issues during this lesson or our entire time there. One might think that because the students were facing each other that they might have engaged in more side conversations, but they really didn’t. In the classroom, Mrs. Kennedy has divided the class in half with lines of three facing each other with a walking path down the center making it easier for the teachers in the classroom to interact with the students individually and as a group. We did not want to make any changes to this as we thought it was a pretty good set-up. As we grew into the classroom we began using this walking path more and more instead of standing in front of the class and lecturing to the students.

` When teaching this lesson, we verbally communicated the procedures that would be used while delivering the information. The procedure included a learning activity that consisted of the students coming up to the board and basically helping us deliver the information to the rest of the class. We thought that by having the students hearing the information both from their peers and us they would better be able to absorb all of what we hoped they would learn. While the students were reading, those who had more trouble were given more assistance with specific words and any other problems they might have had with the lesson.

We learned a lot from this particular lesson. Our previous lesson went very well so we expected this one to be even more excellent. However, things didn’t go exactly as planned. Students became bored with the concept of reading the information to their class towards the end. We learned that we need to be ready to make changes to our lesson as we’re going or even in five minutes in between classes to address any issues that may arise. A problem we had with this lesson was that it involved two large sections of the textbook and even larger amounts of information. We both think that this particular lesson should have been presented in two days rather than 48 minutes. Before delivering the lesson, we thought we could get all of the information into one succinct lesson, but there was just too much information that we felt was valuable and necessary for the students to learn. We felt that all of the students did well and learned a lot with the time allowed. Everyone was willing to come up to the board and read. Even those who were slower readers readily came up to the board and gave it their best. We really admire these students for trying so hard and being so respectful throughout the lesson even though we could tell they were getting bored. If we were to do this lesson again we would like to try to find a way to make reading the information more fun for the students. At this time we’re not quite sure how to do that but we feel that teaching is really something of a fine art that takes time to perfect and have answers to the issues that we faced.